



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1350 N. 48th Street, Phoenix, AZ 85008

Balsz Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Louis Laffitte Jr.  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : K-5  
 Web Address : www.balsz.k12.az.us  
 Phone Number : (602) 629-6900  
 Fax Number : (602) 629-6904  
 E-mail : llaffitte@balsz.k12.az.us

### Mission

The mission of Brunson-Lee School is to inspire and encourage future leaders, using creative and meaningful experiences for promotion of academic and social growth. At Brunson-Lee, we are proud of who we are and who we will become.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

#### School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü To connect standards, curriculum, assessment, and classroom practices in order to improve student achievement.
- ü To use technology to increase student achievement and communicate classroom information and student progress.

### Enrollment

October 1, 2005 School Year Student Enrollment : 617  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 20

## Instructional Programs

- Ü SRA Open Court
- Ü Saxon Math
- Ü 6 Traits Writing Instruction
- Ü Special Education Preschool

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

## Shared Responsibilities

### School

School responsibilities include: Maintaining a safe school environment; instruction designed to meet the individual needs of students; meaningful community involvement; parent education; regular communication; and quarterly academic report cards.

### Parents

Parent responsibilities include: Ensuring daily and timely student attendance; establishment of a time and place for homework; supporting school policies including dress code and behavior; and regular communications.

## Transportation Policy

The goal of the Balsz School District is to provide safe, efficient, and economical transportation for all eligible students residing within the school district boundaries, under provisions of the appropriate AZ State Statutes and Board of Ed Policy.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	385	80010	98	98	99	412	430	447	25	16	10	35	26	18	35	48	53	4	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	205	38935	98	99	99	406	427	447	27	16	9	43	30	19	27	45	55	2	8	17
Male	35	180	40974	97	98	98	420	433	448	23	16	11	26	22	18	46	51	52	6	11	19
African American	19	59	4201	100	100	99	408	419	430	21	24	17	42	29	23	32	41	51	5	7	9
Hispanic	54	275	34545	95	98	99	412	430	432	30	15	14	31	26	24	35	49	53	4	9	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	NC	17	3979	NC	94	96	NC	432	424	NC	24	17	NC	24	30	NC	41	47	NC	12	6
White	NC	29	35142	NC	94	99	NC	448	465	NC	7	5	NC	28	11	NC	48	56	NC	17	28
Students with Disabilities	NC	32	10161	NC	86	93	NC	400	419	NC	44	28	NC	28	28	NC	22	36	NC	6	8
Students without Disabilities	77	353	69849	99	100	100	413	432	451	26	14	7	34	26	17	36	50	56	4	10	19
Limited English Proficient Students	44	167	14013	94	97	97	402	409	413	36	25	24	36	38	34	25	35	39	2	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	75	378	39029	93	97	98	414	431	432	23	15	14	37	27	25	36	48	52	4	10	9
Non-Economically Disadvantaged	NC	NC	40981	NC	NC	100	NC	NC	462	NC	NC	6	NC	NC	13	NC	NC	54	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	385	79438	99	98	98	409	429	451	36	19	9	34	31	24	28	46	56	3	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	204	38775	98	99	99	399	429	457	41	19	7	39	33	22	20	44	58	NA	4	13
Male	36	181	40560	100	98	97	421	428	446	31	20	12	28	29	25	36	48	54	6	3	9
African American	19	59	4178	100	100	98	406	418	439	37	29	13	37	31	29	26	36	52	NA	5	6
Hispanic	55	275	34297	96	98	98	406	428	434	38	19	14	33	32	31	27	46	50	2	3	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	NC	17	3940	NC	94	95	NC	428	429	NC	18	14	NC	29	36	NC	53	47	NC	NA	3
White	NC	29	34887	NC	94	98	NC	456	471	NC	7	4	NC	21	15	NC	59	63	NC	14	18
Students with Disabilities	NC	31	9588	NC	84	88	NC	397	416	NC	45	30	NC	35	32	NC	16	34	NC	3	5
Students without Disabilities	78	354	69850	100	100	100	410	431	456	36	17	7	33	31	23	28	49	59	3	4	12
Limited English Proficient Students	44	167	13856	94	97	96	394	401	407	45	35	27	36	41	43	18	25	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	76	378	38685	94	97	97	411	429	435	34	19	14	34	31	32	29	46	50	3	4	5
Non-Economically Disadvantaged	NC	NC	40753	NC	NC	99	NC	NC	467	NC	NC	5	NC	NC	16	NC	NC	62	NC	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	81	387	79971	100	99	99	361	405	423	27	12	8	42	42	41	31	45	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	205	38974	100	99	99	362	413	437	29	11	5	40	36	33	31	52	57	NA	1	4
Male	36	182	40895	100	99	98	359	396	410	25	14	10	44	48	47	31	38	41	NA	1	2
African American	19	59	4203	100	100	99	347	392	411	37	24	11	37	27	45	26	46	43	NA	3	2
Hispanic	56	277	34481	98	99	99	360	405	410	27	10	10	39	45	46	34	44	43	NA	0	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	NC	17	3995	NC	94	96	NC	418	409	NC	12	10	NC	47	47	NC	41	42	NC	NA	1
White	NC	29	35150	NC	94	99	NC	426	437	NC	7	5	NC	38	35	NC	52	56	NC	3	5
Students with Disabilities	NC	33	10258	NC	89	94	NC	352	377	NC	33	23	NC	42	51	NC	21	25	NC	3	1
Students without Disabilities	78	354	69713	100	100	100	365	410	429	26	10	5	42	42	39	32	47	52	NA	1	3
Limited English Proficient Students	45	170	13985	96	99	97	348	376	382	33	19	18	38	51	54	29	30	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	77	380	38994	95	97	98	365	407	409	26	12	10	42	41	47	32	46	41	NA	1	1
Non-Economically Disadvantaged	NC	NC	40977	NC	NC	100	NC	NC	437	NC	NC	5	NC	NC	34	NC	NC	56	NC	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	74	393	80147	100	100	99	439	470	482	30	16	11	27	17	17	39	49	49	4	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	203	39281	100	100	99	439	473	483	28	13	9	30	19	17	40	48	50	3	20	24
Male	34	189	40780	100	98	98	437	467	482	32	20	12	24	15	17	38	50	48	6	15	24
African American	12	44	4249	100	98	99	424	436	464	50	43	17	17	14	22	17	30	48	17	14	13
Hispanic	53	286	33494	100	100	99	440	470	466	26	14	15	28	17	23	43	55	49	2	14	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	24	4117	NC	100	96	NC	486	456	NC	13	19	NC	21	27	NC	29	46	NC	38	8
White	NC	31	36122	NC	94	99	NC	497	501	NC	6	5	NC	16	10	NC	42	50	NC	35	35
Students with Disabilities	NC	38	10295	NC	97	92	NC	438	443	NC	26	33	NC	42	26	NC	26	33	NC	5	8
Students without Disabilities	70	355	69852	100	100	100	438	473	488	31	15	7	24	14	16	40	52	51	4	19	26
Limited English Proficient Students	36	148	12722	100	100	97	414	434	441	44	33	27	39	30	33	17	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	72	388	38371	100	99	97	439	470	465	29	16	15	28	17	23	39	49	49	4	18	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	388	79686	100	99	98	434	454	470	26	14	11	38	32	24	34	49	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	201	39163	100	100	99	439	460	475	18	10	9	48	34	22	33	50	60	3	6	10
Male	33	186	40438	100	97	97	428	448	465	36	18	13	27	31	25	36	48	54	NA	2	7
African American	12	44	4228	100	98	98	423	431	458	42	39	15	17	18	28	42	41	53	NA	2	4
Hispanic	52	281	33299	100	99	98	435	453	452	25	12	17	42	37	32	31	49	47	2	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	24	4087	NC	100	96	NC	468	446	NC	4	16	NC	33	38	NC	54	44	NC	8	2
White	NC	31	35914	NC	94	98	NC	482	489	NC	6	5	NC	10	15	NC	68	67	NC	16	14
Students with Disabilities	NC	34	9808	NC	87	87	NC	433	432	NC	21	35	NC	44	32	NC	35	30	NC	NA	3
Students without Disabilities	70	354	69878	100	100	100	433	456	475	27	13	8	40	31	23	31	51	61	1	5	9
Limited English Proficient Students	35	144	12594	97	98	96	408	419	422	40	29	34	54	51	45	6	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	71	383	38095	99	97	97	435	454	452	25	13	17	38	33	32	35	50	48	1	4	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	392	80372	100	100	99	439	460	475	11	6	4	41	37	30	48	57	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	202	39452	100	100	99	455	474	488	8	3	3	38	27	22	55	69	72	NA	0	3
Male	33	189	40836	100	98	98	419	444	464	15	9	6	45	48	37	39	43	56	NA	1	1
African American	11	44	4264	92	98	99	381	418	465	36	23	5	27	34	35	36	43	59	NA	NA	1
Hispanic	53	286	33608	100	100	99	447	463	462	8	5	6	42	37	36	51	58	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	24	4128	NC	100	97	NC	465	464	NC	NA	4	NC	46	39	NC	54	56	NC	NA	1
White	NC	30	36213	NC	91	99	NC	480	489	NC	NA	2	NC	37	22	NC	60	72	NC	3	3
Students with Disabilities	NC	36	10526	NC	92	94	NC	424	427	NC	17	15	NC	53	53	NC	31	31	NC	NA	1
Students without Disabilities	69	356	69846	100	100	100	442	463	482	10	5	3	42	35	26	48	59	69	NA	1	2
Limited English Proficient Students	35	147	12747	97	100	97	413	430	432	17	12	12	54	54	52	29	34	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	71	387	38521	99	98	98	441	460	461	10	5	6	42	37	38	48	57	55	NA	1	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	364	79306	100	100	99	464	485	504	32	23	13	34	24	20	30	45	49	4	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	174	38845	95	98	99	468	485	505	29	21	11	40	26	20	29	45	50	3	7	18
Male	42	189	40383	100	100	98	461	485	504	36	24	14	29	21	19	31	45	47	5	10	19
African American	11	41	4171	100	100	98	453	468	485	55	39	20	18	17	26	27	39	44	NA	5	10
Hispanic	59	258	32673	100	99	99	465	484	487	31	22	18	36	26	25	29	43	46	5	8	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	489	479	NC	13	22	NC	17	29	NC	70	43	NC	NA	7
White	NC	36	36234	NC	100	99	NC	505	523	NC	11	6	NC	19	13	NC	50	52	NC	19	28
Students with Disabilities	10	53	10286	100	95	91	NA	462	462	NA	38	41	NA	28	27	NA	30	27	NA	4	5
Students without Disabilities	67	311	69020	100	100	100	470	488	510	27	20	9	34	23	18	34	48	52	4	9	21
Limited English Proficient Students	30	108	10291	97	95	96	437	454	458	53	44	38	37	32	34	10	21	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	75	356	37437	97	98	97	465	485	486	33	23	19	32	23	26	31	46	46	4	9	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

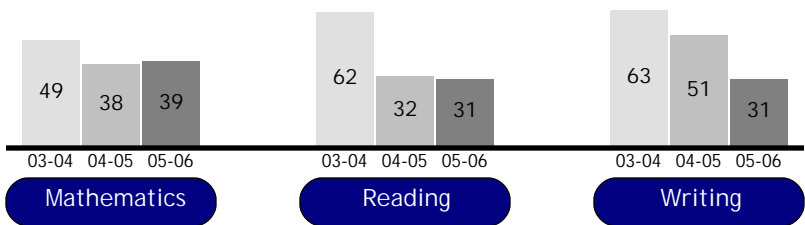
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	360	79000	99	99	98	456	468	489	29	19	10	32	33	24	38	45	58	1	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	173	38774	95	97	99	459	473	494	29	17	7	29	30	22	43	49	61	NA	4	10
Male	41	186	40150	100	99	98	453	463	485	29	20	12	34	35	25	34	41	55	2	3	8
African American	11	41	4153	100	100	98	448	458	476	36	32	13	36	27	30	18	39	53	9	2	4
Hispanic	58	255	32508	98	98	98	455	465	472	31	18	15	28	35	33	41	45	49	NA	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	471	467	NC	9	14	NC	39	37	NC	52	46	NC	NA	2
White	NC	35	36135	NC	100	98	NC	498	508	NC	9	4	NC	26	14	NC	49	67	NC	17	15
Students with Disabilities	NC	49	9991	NC	88	88	NC	443	449	NC	27	33	NC	57	36	NC	14	29	NC	2	2
Students without Disabilities	67	311	69009	100	100	100	458	471	495	28	17	6	28	29	22	42	50	62	1	4	10
Limited English Proficient Students	30	108	10199	97	95	95	426	435	439	57	42	35	30	42	47	13	17	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	74	352	37234	96	96	97	456	468	472	30	19	15	31	33	33	38	45	50	1	4	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	367	79611	100	100	99	453	483	496	21	12	7	52	39	37	27	49	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	175	39016	97	98	99	477	496	511	8	9	4	58	32	29	33	59	66	NA	NA	1
Male	41	191	40519	100	100	98	431	471	482	32	15	10	46	45	44	22	40	46	NA	NA	0
African American	10	40	4188	91	98	98	NA	448	486	NA	33	9	NA	25	40	NA	43	50	NA	NA	0
Hispanic	60	262	32855	100	100	99	459	485	481	17	9	10	55	43	43	28	48	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	494	478	NC	9	10	NC	35	46	NC	57	44	NC	NA	0
White	NC	36	36380	NC	100	99	NC	498	511	NC	8	4	NC	33	30	NC	58	65	NC	NA	1
Students with Disabilities	10	56	10664	100	100	94	NA	441	440	NA	23	23	NA	54	54	NA	23	22	NA	NA	1
Students without Disabilities	67	311	68947	100	100	100	462	490	504	15	10	4	55	36	34	30	54	61	NA	NA	1
Limited English Proficient Students	30	111	10362	97	97	97	421	441	438	33	25	22	57	54	57	10	21	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	75	359	37626	97	98	98	454	484	479	21	12	10	51	38	45	28	50	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

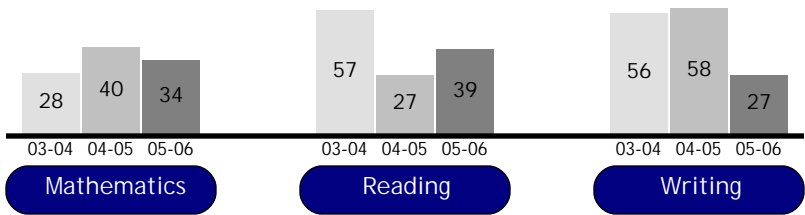
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	32	NA	58	99	29	33	47	99	17	27	46
	Language	96	15	32	50	99	27	38	47	99	15	30	48
	Mathematics	95	36	55	64	99	29	39	50	100	22	35	52
3	Reading	92	41	NA	55	100	24	33	44	100	20	28	46
	Language	96	48	51	61	100	29	36	44	100	27	32	46
	Mathematics	96	57	56	61	100	30	44	51	100	32	43	52
4	Reading	92	21	NA	56	97	29	36	48	100	30	43	52
	Language	95	26	47	52	97	31	38	49	100	37	43	52
	Mathematics	100	31	57	61	97	34	44	53	100	34	54	58
5	Reading	96	47	NA	55	98	34	39	50	99	32	39	56
	Language	95	49	45	49	98	32	38	50	100	32	37	54
	Mathematics	97	76	64	63	98	33	41	49	100	24	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Brunson-Lee Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü School Consolidated Plan
- Ü Curriculum
- Ü School and Community Safety
- Ü Parent/Teacher Relations

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	32.30
Other Professional Staff	5.00	Teacher Aide	4.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	1	0	0
4 to 6 years	7	5	0	0
7 to 9 years	1	2	0	0
10 or more years	3	1	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	26
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	7%

## Resources Available at School Site

### Special Facilities

- Ü Media Center/Library
- Ü Computer Lab

### Extracurricular Activities

- Ü Phoenix Parks & Rec. After School Prog.
- Ü Student Council
- Ü Interscholastic Athletics

### Social Services

- Ü Adult English Classes

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Brunson-Lee is committed to providing a safe and healthy learning environment by promoting conflict resolution and integrating positive classroom management strategies into the curriculum.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Louis Laffitte, Jr.	(602) 629-6900
Transportation Policy		(602) 629-6480
Community Resources	Mirtha Campos	(602) 629-6900
School Nutrition Programs		(602) 629-6440
Parent Organization	Louis Laffitte, Jr.	(602) 629-6900
Student Health/Nurse	Trisha Collinson	(602) 629-6911

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.